



CHICAGO'S ROADMAP FOR IMPLEMENTING UNIVERSAL PRE-K:

A PLAN FOR INVESTMENT IN CHICAGO'S EARLY LEARNING SYSTEM

MARCH 2019



City of Chicago
Mayor Rahm Emanuel



CHICAGO
Early Learning



Chicago
Public Schools



**FAMILY &
SUPPORT
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**A PLAN FOR INVESTMENT
IN CHICAGO'S EARLY
LEARNING SYSTEM**

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Universal full-day pre-kindergarten ensures that every child in Chicago, regardless of their family's resources, gets the great start that all children deserve.



- Mayor Rahm Emanuel



TABLE OF CONTENTS

Letter From the Mayor.....	5
Letter From CPS and DFSS.....	6
Acknowledgments.....	7
Executive Summary.....	8
Timeline for Implementation.....	9
Universal Pre-K Communities.....	10
Building on Chicago's Early Childhood Legacy.....	11
Key Accomplishments Since 2011.....	12
Investing in a Strong Early Childhood System for Chicago.....	13
The Importance of Full-Day Preschool Programs.....	14
The Importance of Universal Access to Quality Preschool.....	15
The Importance of Sustaining Services for Children Birth-through-Four.....	16
A Plan for Expansion.....	17
Facility Planning.....	18
Projecting Demand and Need for Services.....	19
Progress in Year 1 (2018-2019): Full-Day Operations.....	20
Building an Integrated Operations.....	20
A Focus on Quality.....	21
Investments in Workforce Capacity.....	21
Comprehensive Services and Support.....	22
Special Education Services.....	22
Year 1 Highlights.....	23
A Sequenced Expansion Plan.....	25
Year-by-Year Roll-Out.....	25
Appendix.....	29
A. Projected Demand for Universal Pre-Kindergarten.....	29
B. Universal Pre-K Classrooms Needed to Serve Projected Demand.....	33
C. Current Capacity to Serve Children in DFSS-Funded Classrooms.....	37
D. Chicago Public Schools' UPK Implementation Plan for Year 2.....	40



LETTER FROM **THE MAYOR**

Dear Chicagoans,

I am excited to present Chicago's four-year *Roadmap* for achieving universal full-day pre-K for all four-year-olds. Since taking office in 2011, I have remained committed to ensuring we are building the kind of strategic early learning programming that sets children on the path to success. Decades of research make it clear: high-quality early childhood education is the most impactful investment we can make in our children's futures. The skills children acquire in the first five years are critical for success in school and in life. That is why Chicago has invested over \$90 million in early childhood education since I took office, in addition to administering over \$300 million in state and federal funding on an annual basis. These are investments in the future of our children and our City; we are supporting children to gain the critical foundation to build on throughout their academic career.

Research is clear that quality programming is paramount to realizing these outcomes for students. This is why we have rigorously ensured that programs are meeting the highest standards – from a competitive application to attract new providers in 2013 to leading the way in increasing quality standards beyond state and federal minimums. We know that focusing on the quality that children deserve is the only way to ensure our investments are impactful.

After a long history of excellence in early childhood education, Chicago is again leading the charge to expand access to full-day pre-K to all four-year-olds in every neighborhood. Our plan will help bridge the divide between those programs targeted to our most vulnerable families and those with the resources to afford high-quality pre-K services. It will ensure that full-day pre-K is a right for every child, not a privilege for some. It will take the lessons learned from other cities and invest in a robust mixed-delivery system – with services offered in schools and community early learning sites – that meets the unique needs of Chicago's families.

I am proud to leave Chicago with the *Roadmap for Implementing Universal Pre-K*, a plan that will ensure that every four-year-old has access to full-day pre-K by 2021.

Mayor Rahm Emanuel



LETTER FROM **Janice K. Jackson & Lisa Morrison Butler**

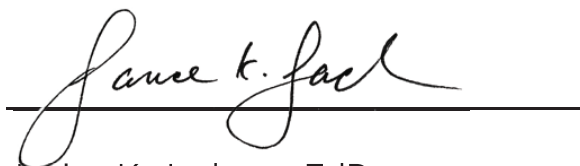
Dear Chicago,

To ensure our youngest learners have an early start on their path to success, the City of Chicago and Chicago Public Schools are committed to providing all four-year-olds and their families with access to free, universal Pre-K. To realize Mayor Emanuel's ambitious vision of expanding access to high-quality early childhood education, we are excited to present this road map, which outlines how we will ensure every four-year-old in the city has access to free full-day Pre-K and represents the culmination of years of collaborative work on behalf of Chicago's children.

Decades of research demonstrate that students who attend full-day Pre-K programs perform better academically, and they are twice as likely to be reading at grade level by Kindergarten than those without that opportunity. Quality Pre-K programs also build social skills and give our youngest learners a foundation in problem-solving, relationship building, and communication — all of which are essential for success in school and in life.

We are committed to improving the quality and equity of access to Pre-K programs in Chicago, and this plan utilizes our city's best resources to help our youngest learners and their families achieve their highest potential. Thank you to all who contributed their time and expertise. We could not do this critical work without you, and your support will continue to be invaluable as we move ahead.

Sincerely,



Janice K. Jackson, EdD
Chief Executive Officer
Chicago Public Schools



Lisa Morrison Butler
Commissioner
Chicago Department of
Family and Support Services

ACKNOWLEDGEMENTS

Chicago's Roadmap for Implementing Universal Pre-K was developed with input from many stakeholders, including the Department of Family Support Services (DFSS), Chicago Public Schools (CPS), the Mayor's Early Learning Executive Council, early learning community-based providers, and early childhood advocates. The City looks forward to continuing to partner with many stakeholders to realize the vision of a robust early childhood system that includes access to free, high-quality, full-day pre-kindergarten for the Chicago's four-year-olds.

Illinois Action for Children conducted the financial analysis to model costs to implement the Universal Pre-Kindergarten Plan based on a variety of assumptions. Please see their technical report for more information. Illinois Action for Children is a non-profit organization in the field of early childhood policy and programming; the organization partners with community-based organizations, employers, government programs, and legislators to create a common voice and vision for advancing high-quality and accessible programs that foster young children's development, health, and well-being.

The Chicago Early Learning teams across CPS and DFSS, with the leadership of the Mayor's Office Early Learning team, are comprised of dedicated professionals who have devoted endless time informing and devising this *Roadmap*. Their tireless work to ensure Chicago is prepared to scale UPK, to build on the decades of history in early learning we share, and to ensure that this *Roadmap* comes to fruition is the driver in making this vision a reality.



EXECUTIVE SUMMARY

Chicago's Roadmap for Implementing Universal Pre-K is a four-year plan for providing a robust early childhood system that includes universal access to free, full-day pre-kindergarten for all Chicago four-year-olds, regardless of income, by the fall of 2021, while sustaining the City's investment in birth-through-three-year-old services.ⁱ The City anticipates opening approximately 500 additional pre-k classrooms on a community by community basis over the next three years to serve an additional 7,000 four-year-old Chicagoans.

The *Roadmap* provides a path to universal pre-kindergarten (UPK) for four-year-olds that maintains the rigorous quality standards and mixed-delivery system that have been the hallmark of Chicago Early Learning programs, such as degreed teachers, small class sizes, research-based curriculum, and strong supports for attendance and family engagement across schools and community-based providers. Chicago Early Learning programs receive multiple funding streams across two different city agencies: Chicago Public Schools (CPS), which directly operates preschool programs in elementary schools, and the Department of Family Support Services (DFSS), which contracts with high-quality community-based providers to deliver birth-to-five services to vulnerable families across Chicago. This combination of public and community-based providers constitutes Chicago's innovative mixed-delivery early education system, which will ensure the City has capacity for all four-year-olds to have access to full-day pre-K. Importantly, this *Roadmap* ensures that, as UPK is implemented, the City's highly regarded system of services for younger children from birth-through-age three continues to be strengthened.

At full implementation, the City anticipates serving nearly 23,000 four-year-olds in school and community-based settings, while continuing investments to serve approximately 10,000 high-need three-year-olds, primarily in City-funded community-based providers. If done well, UPK will maintain Chicago's place as a leader in early childhood education, continue to propel Chicago Public Schools' academic outcomes, and support working families by providing access to high-quality care and education for their children. By achieving the vision of UPK, the City will invest in our children's future and the future of Chicago.

ⁱ Universal access means that children within the community area can find a space in a Chicago Public School or, for those who are eligible, a CBO. If space is not available at the first-choice school, CPS will work with families to identify an alternative placement within the same community. Families living within the community area will be given priority for identifying an alternative placement.

TIMELINE FOR IMPLEMENTATION

Chicago has a four-year plan to implement Universal Prekindergarten (UPK), with the current Year 1 (2018 – 2019 School Year) focused on establishing the operational support necessary for full-day programming. Chicago will continue to expand services to provide universal access to pre-K to all four-year-olds over the next three years.

SCHOOL YEAR

KEY ACTIVITIES



- Establish full-day preschool operational system at CPS and DFSS
- Develop community-by-community *Roadmap* roll-out of UPK
- DFSS: Release an RFP for community-based providers to increase operational investments and solicit expansion plans to support UPK services across Chicago



- Roll-out UPK in 28 communities, targeting community clusters with the highest levels of disadvantaged families and existing facilities to expand
- CPS: Expand CPS classrooms in targeted communities to ensure capacity to meet projected Year 2 community demand for UPK
- DFSS: Implement expansion plans proposed in RFP for community-based providers



- Roll-out UPK in 35 communities, targeting community clusters with the highest levels of disadvantaged families and moderate facilities needs
- CPS: Expand CPS classrooms in targeted communities to ensure capacity to meet projected Year 3 community demand for UPK
- DFSS: Implement expansion plans proposed in RFP for community-based providers



- Roll-out UPK in 14 communities, targeting remaining community clusters
- CPS: Expand CPS classrooms in targeted communities to ensure capacity to meet projected Year 4 community demand for UPK
- DFSS: Implement expansion plans proposed in RFP for community-based providers



YEARS 2, 3 AND 4



BUILDING ON CHICAGO'S EARLY CHILDHOOD LEGACY



Chicago has long been a leader in early childhood education. From being one of the first Head Start grantees in the 1960's to implementing some of the most innovative quality practices for infant-toddler care in the country, Chicago has a legacy of investment in high-quality early learning services targeting the City's most vulnerable populations. For nearly three decades, Chicago has built a system of high-quality public preschool services targeted to at-risk three- and four-year-old children in a mixed-delivery model, providing services in both elementary schools and community-based child care sites across the City.

Since taking office in 2011, Mayor Emanuel has worked to make certain the City's youngest learners have the highest-quality educational opportunities. After moving all of Chicago Public Schools' (CPS) kindergarten programs to full-day, he made significant investments to expand access to high-quality preschool, building on the state and federal grants administered by the City of Chicago. In addition to funding, Mayor Emanuel prioritized quality programming by raising teacher credential requirements, standardizing curriculum and assessment tools, and investing in supports for families to be their children's first and most important teachers. He tirelessly pursued strategies to streamline the administration of early learning programs, reduced barriers for families to access high-quality programming, and built the systems and infrastructure that will allow Chicago to quickly scale UPK. Over the last eight years, the City has invested over \$90 million and capitalized upon increased federal and state investments in early learning to increase full-day, high-quality public preschool slots by more than 70% - from approximately 10,600 in 2011 to more than 17,000 today.

Despite this steady expansion, many Chicago children still do not have access to full-day, high-quality preschool education. Currently, only 36% of four-year-olds living in Chicago attend a publicly-funded, full-day preschool (compared to 68% of five-year-olds who attend kindergarten in CPS).

KEY ACCOMPLISHMENTS **SINCE 2011**

SUMMER 2011	●	Launched Mayor's first Early Childhood Strategic Plan, focused on quality, access, and transparency
WINTER 2011	●	Launched the Mayor's Early Learning Executive Council to provide strategic advice on key initiatives
FALL 2012	●	Rolled out full-day kindergarten, ensuring all kindergarten classrooms across the City are full-day
WINTER 2012	●	Released a coordinated Request for Proposal (RFP) for all City-administered early education funding to improve resource coordination across CPS & Department of Family and Support Services (DFSS)
SPRING 2013	●	Launched ChicagoEarlyLearning.org , providing comprehensive information to families about early learning in Chicago
FALL 2013	●	Implemented common curriculum, screening, and assessments tools to ensure consistent quality across educational settings
SUMMER 2014	●	Received the largest federal grant in the country to expand infant-toddler capacity, more than doubling support for vulnerable families
FALL 2014	●	Chicago became the first City in the country with all publicly-funded pre-school classrooms taught by teachers with a bachelor's degree
SUMMER 2015	●	Released the Mayor's Second Term Transition Priorities with early childhood as a key pillar, with recommendations to reduce access barriers for families, align programming, and launch a plan for Universal Pre-K (UPK)
SPRING 2016	●	Launched the Chicago Early Learning Preschool Application, an innovative online portal to apply for preschool in over 600 school and community-based sites across the City
SUMMER 2017	●	Streamlined administration of early childhood programming across schools and community settings, consolidated funding, and created cohesive quality standards and monitoring protocols
FALL 2017	●	Announced investment in five Chicago Early Learning Centers to expand access in targeted communities
SPRING 2018	●	Launched the Chicago Early Learning Workforce Scholarship
FALL 2018	●	Launched a four-year plan to create UPK, ensuring all four-year-olds have access to full-day, free pre-K by fall of 2021



INVESTING IN A STRONG EARLY CHILDHOOD SYSTEM FOR CHICAGO

Despite strong recognition of the importance of early education, access to quality pre-kindergarten is uneven across demographics and communities. State and federal grants require City-funded programs to limit services to children from low-income families, who must provide extensive documentation to demonstrate income eligibility. Children in moderately low-income families are especially likely to lack access to pre-kindergarten, as they are ineligible for publicly-funded programs and parents may be unable to afford tuition-based programs.¹

UPK will ensure that all four-year-olds in Chicago have access to high-quality, full-day early learning opportunities. It will build on Chicago's robust system of early childhood services to ensure the City is working towards the vision of every child entering kindergarten ready to succeed. Importantly, the City will focus on sustainability of services for at-risk children from birth-through-four as UPK expands. This ensures that the investment in four-year-olds builds on research that shows the most vulnerable children need to be on the path to success early to fully benefit from full-day preschool.



THE IMPORTANCE OF FULL-DAY **PRESCHOOL PROGRAMS**

UPK provides access to full-day programs, which have traditionally been favored by parents and have been shown to be more effective in preparing children for kindergarten. Numerous studies have found that children attending publicly-funded preschool programs are better prepared for kindergarten than similar children who have not attended preschool.² Children who attend full-day preschool programs significantly outperform their peers who attend half-day programs, and both outperform those who do not attend any preschool.³ A study by the National Institute for Early Education Research (NIEER) found “added hours of preschool education were substantially effective at closing the achievement gap between urban



children and their more advantaged peers.” Researchers randomly assigned four-year-olds living in a low-income, urban district to half- or full-day programs, both staffed by college-degreed teachers who used the same curriculum. By the end of their kindergarten year, children who attended the full-day program improved significantly more in vocabulary and math and continued to outperform their peers who attended half-day programs through first grade.⁴

A Syracuse University study found that 80% of children who attended a full-day preschool program in the Syracuse City School District entered kindergarten school-ready, compared to only 60% of those attending half day and less than 50% of those with no preschool experience. Montgomery County Public Schools in Maryland found that children who attended a full-day pre-kindergarten program were 44-63% more likely to meet reading benchmarks at the end of kindergarten than those who had attended a half-day Head Start or county preschool program.^{6,7}

Finally, evidence from the past several years in Chicago Public Schools’ preschool programs shows that enrollment and attendance are stronger for full-day programs than for half-day programs. Principals and program directors report that parents strongly prefer full-day programs for their children, and enrollment rates continue to be higher for full-day preschool programs.

THE IMPORTANCE OF UNIVERSAL ACCESS TO **QUALITY PRESCHOOL**

To build programs that reflect Chicago's diverse communities, we must aim to ensure all children – regardless of family income or demographic – have access to high-quality early learning experiences. A universal program reduces barriers for all families, including low-income families who will no longer have to demonstrate eligibility. When steps to proving eligibility are eliminated, we can make it easier for all children to enter and benefit from effective preschool programming.

Research demonstrates that all children benefit from high-quality preschool experiences. The nation's top researchers of early childhood education recently came together to publish a report, "The Current State of Scientific Knowledge on Pre-Kindergarten Effects."⁸ Drawing on years of research from across the country, their report notes that children of all income levels benefit from pre-kindergarten, and children living in poverty or with other risk factors make the most gains. Decades of research show that vulnerable children who attend high-quality pre-kindergarten have a reduced likelihood of criminal behavior and incarceration, higher chances of being employed, increased lifetime earnings, and less reliance on welfare.⁹ Studies of universal pre-kindergarten programs in Tulsa,¹⁰ Boston,¹¹ and the state of Georgia¹² show that middle-class children also benefit substantially from participation in a high-quality pre-kindergarten program. A statewide study of Georgia's universal pre-kindergarten program found that both low-income and middle-income students experienced substantial gains in school readiness for a wide range of verbal and math skills. Additionally, low-income students have the strongest gains when they attend mixed-income classrooms, and dual-language learners show gains in English proficiency and in other academic skills.¹³



THE IMPORTANCE OF SUSTAINING SERVICES FOR CHILDREN **BIRTH-THROUGH-FOUR**



The City of Chicago has been investing in early childhood services for over a decade. As UPK expands services for four-year-olds, it is being rolled out with an eye to sustaining the robust services in place for children younger than four. Research is clear that learning begins at birth, and the first three years of a child's life offer a window of opportunity to ensure a foundation for later learning. Studies have shown that the achievement gap between children living in poverty and their more affluent peers can be measured as early as when a child is 18 months old, suggesting that investing in high-quality programming early can prevent the achievement gap before it begins. Investments in infant and toddler services targeted to the most vulnerable children and families are critical to ensure that children receive multiple years of early learning support, which is proven to be most effective at ensuring kindergarten readiness and will maximize the benefit of UPK.^{14, 15, 16} Research has demonstrated that infants and toddlers from low-income families who attended a high-quality center-based early education program have better language and social-emotional skills after only one year of attendance than children who do not attend the program, demonstrating high-quality programming as a critical path to eliminating the achievement gap from the start.¹⁷

A PLAN FOR EXPANSION

Throughout Mayor Emanuel’s administration, Chicago has worked to establish the foundation from which to scale UPK while maintaining high-quality standards and adequate supports for the full birth-to-five spectrum of services. Significant efforts have gone into realigning systems to more effectively and efficiently administer programs and preparing for funding to expand.

This *Roadmap* maximizes federal, state, and local funding sources – including targeting additional state revenue and reconfiguring current grant funding – to scale the early childhood system and implement UPK. To determine the cost of expansion, the City of Chicago engaged Illinois Action for Children to develop an extensive cost model, identifying the overall cost of providing high-quality preschool services to all four-year-olds in Chicago, while ensuring sustainability of services for younger children. The technical report for the cost model provides the basis from which the four-year plan was developed.ⁱⁱ The actual number of classrooms needed, classroom and system costs, and revenue will vary depending on specific roll-out strategies, including enrollment supports, structures for comprehensive services, and other factors that will be used to evaluate the year-by-year roll-out as it progresses.

For Year 2 expansion specifically, the Governor has proposed an increase of \$100 million in the Early Childhood Block Grant (ECBG), of which \$37 million will be targeted to the City of Chicago. CPS will use 60% (\$22.2 million) of the ECBG funds as the basis for expansion. In addition, for FY 2019 – 2020, CPS will use increased K-12 funding from the Evidence Based Funding Formula (EBF) to provide expansion of school-based classrooms to support UPK roll-out. Blending early childhood with K-12 funding will ensure a sustainable funding source and better integrate pre-kindergarten with the K-12 system. Funding for Year 3 and Year 4 will continue to rely on partnership with the State of Illinois.

To sustain community-based early learning programming, Chicago will use 40% of the anticipated ECBG increase (\$14.8 million) along with approximately \$35 million in federal Head Start funding that will be reconfigured to target community-based early learning providers. Through an RFP process conducted by DFSS, this funding will be strategically distributed and coordinated to invest in Chicago’s community-based partners, particularly targeting the most vulnerable younger children. DFSS is working with the US Department of Health and Human Services to submit a non-competitive five-year grant that will reallocate the \$35 million to

ⁱⁱ For detailed information, please see Illinois Action for Children’s Technical Report: [Estimating the Cost of a High-Quality, Universal Preschool System for Chicago](#).



target increased reimbursement and operational support for community-based providers. By reconfiguring the funding distribution, the City will be able to provide more adequate operational support for community providers to sustain existing services and scale their services, targeting at-risk children, over the course of UPK roll-out. Specific needs for additional funding in Years 3 and 4 of UPK for community-based providers will be determined by the proposals received during the RFP process. Given the nature of the delegate relationship between community-based providers and DFSS, the City of Chicago plans will work in partnership with these independent community organizations to develop a planful approach to scale services based on the operational capacity to meet each community's needs.

FACILITY **PLANNING**

Facilities costs are not accounted for in the cost modeling or the plan for scaling. Due to legal restrictions on federal and state early childhood grants, the City of Chicago cannot use operational funding to support wide-spread facilities investment. However, to enable the expansion of services, the City will need to invest in additional classroom capacity. The City of Chicago and CPS are working with state and federal partners to identify funding for facilities in both CPS- and DFSS-funded community partners to be expanded, renovated, or built with age-appropriate design and inclusive layouts to accommodate the shift in demand across birth-to-five services as UPK rolls out.



PROJECTING DEMAND AND NEED FOR SERVICES

During the first year of the *Roadmap's* implementation, the Mayor's Office, in collaboration with DFSS and CPS, conducted in-depth analyses to identify community need, projected demand, and the opportunity for expansion of pre-kindergarten and birth-through-three-year-old services in a phased implementation model. By the fall of 2021, the City estimates the need for an additional 500 pre-K classrooms in CPS to serve an additional 7,000 four-year-olds.

To determine this, the City estimated that approximately 64% of four-year-olds will participate in UPK, which is approximately 95% of the rate of children participating in full-day kindergarten in Chicago.^{iv} The City used community factors such as demographics and preschool enrollment trends to model parent choice, predicting how families would select to access services between DFSS-funded community providers and CPS elementary schools. For example, in communities where many four-year-olds are currently being served, with few children on waiting lists, community sites are anticipated to retain a higher percentage of current four-year-old enrollment. Communities with waiting lists for school-based services are expected to see more significant enrollment in CPS when additional classrooms are opened. However, in all communities, the City anticipates an increased demand for school-based services by families of four-year-old children, reflecting current enrollment trends both at the local and national level. See Appendix A for the projected demand for UPK, by community and provider type.

To develop the *Roadmap*, Chicago's 77 community areas were considered in "clusters", aligning to the CPS Annual Regional Analysis Geographic Regions, to better respond to attendance patterns across communities. Based on anticipated participation rates overall and across school- and center-based programs, the City estimated the number of classrooms needed in each cluster of communities. The analysis projected a need for over 1,275 classrooms total, which would require opening nearly 500 additional classrooms in CPS over the next three years. See Appendix B for the projected number of classrooms needed at CPS to meet the anticipated demand for UPK.

The City also anticipated the opportunity to expand community early learning services through increasing funding support for community agencies, anticipating approximately 1,500 additional preschool age children (primarily three-year-olds), and approximately 1,000 additional infants and toddlers would be served in community settings funded by DFSS. While final determinations about community early learning sites will depend on the proposals received by DFSS, it is anticipated that there will be 70 or more additional classrooms opened in community sites to accommodate the influx of children younger than four who are anticipated to enroll in community-based sites. See Appendix C for the current capacity to serve children birth-through-age three at DFSS-funded community-based providers.

ⁱⁱⁱ Since full-day kindergarten was recently implemented in Chicago, it provided a benchmark by which to predict UPK participation rates.



PROGRESS IN YEAR 1 (2018-2019): FULL DAY OPERATIONS

DFSS and CPS worked collaboratively with the Mayor's Office to ensure a thoughtful approach to rapidly scaling services to provide universal access, community by community, by 2021. The first year of implementation of UPK focused efforts on operations at CPS and DFSS to ensure an adequate foundation to shift and expand programming. DFSS funded programs will continue to target the most vulnerable families, focusing on enrolling as many younger children as possible. CPS will transition to a four-year-old only model for full-day programming that will progressively expand across communities to ensure all children - regardless of income - can be enrolled. The City anticipates serving an influx of four-year-olds in CPS as more classrooms are opened, based on historical enrollment trends. To allow community-based providers to shift to serving primarily children birth-through-three, who are more expensive to serve, DFSS will adjust funding through the upcoming RFP.^v

BUILDING INTEGRATED **OPERATIONS**

The implementation of UPK builds on strong coordination between DFSS and CPS, led by the Mayor's Office, to provide a comprehensive and seamless early learning system with the infrastructure needed to scale. In 2017, the City consolidated funding across DFSS and CPS to decrease the administrative burden for city-funded community providers and allow for a more coordinated approach to supporting early learning systems that reflect the unique communities of Chicago. In addition, Chicago continues to improve the Chicago Early Learning Preschool Application, launched in 2016, an online portal that supports families in accessing preschool at over 600 school- and community-based sites across the city. Additionally, under the leadership of the Mayor's Office, Chicago forged a path towards integrated data and technology systems, built the framework for coordinated recruitment and family supports, aligned around cohesive messaging and branding, and developed projection models for parent demand across settings.

^v With the implementation of universal pre-kindergarten, the City anticipates an increased demand for birth-through-three-year-old services, across families of all income levels.



A FOCUS ON **QUALITY**

Chicago recognizes that ensuring early learning programs meet rigorous quality standards is vital to preparing young children for school and beyond. Chicago Early Learning's program architecture is designed to ensure that both CPS- and DFSS-funded programs operate on a common set of quality standards so that children receive comparable, high-quality services regardless of setting. The Chicago Early Learning Standards (CELS) adopted by both DFSS and CPS meet or exceed state and federal minimum requirements and provide detailed expectations for programs to ensure children's growth, development, and learning. They provide guidance to teachers and administrators to ensure developmentally-appropriate preschool experiences and inclusion of age-appropriate benchmarks that allow teachers to evaluate the experiences they create for their students. The *Roadmap* also accounts for investments in the early childhood system, including program monitoring and technical assistance, to ensure programs are equipped to best prepare Chicago's children for success in kindergarten and beyond.

INVESTMENTS IN WORKFORCE **CAPACITY**

Chicago anticipates an increased need for 1500 early childhood professionals over the next three years as the system scales. Recognizing early childhood educators are the linchpin to quality, the *Roadmap* maintains a strong focus on workforce development with a clear commitment to building and supporting the pipeline.^{18,19} The *Roadmap* upholds a continued focus on highly-qualified professionals, with all preschool classrooms staffed by a lead teacher with a bachelor's degree and well-qualified assistant teachers. In 2018, Mayor Emanuel announced the launch of the Chicago Early Learning Workforce Scholarships, investing over \$6 million in two years and enrolling over 300 individuals in degree and credential programs. Through partnership with City Colleges of Chicago and other higher education institutions, the initial roll-out of UPK has been coupled with robust investments in workforce pipelines to ensure enough highly-skilled teachers as the system expands.

Reflecting national trends, low compensation including wages and the lack of comprehensive benefits has been a constant source of teacher turnover and lack of interest among community-based partners in the field.²⁰ Chicago is working to tackle this, recognizing that equitable access to competitive wages is critical to recruiting and retaining the high-quality workforce needed to ensure the long-term viability of Chicago's UPK expansion and the entirety of early learning system. The cost modeling performed by Illinois Action for Children put an intentional focus on ensuring compensation reflective of professionals' specialized knowledge and skills, with parity



across early learning settings. Additionally, in 2018, the Mayor's Office convened the Early Childhood Workforce Committee, charged with developing actionable strategies to improve compensation, particularly in community-based providers. Recommendations from the committee will be issued this spring.

COMPREHENSIVE SERVICES AND **SUPPORT**

The *Roadmap* includes a strong focus on helping families access resources in a way that is responsive to their needs. Research shows that when the full range of children's and families' needs are met, early learning programs see increases in enrollment, attendance, and positive child outcomes. Programs across the city in both school- and community-based settings will continue to have support services to help families access a comprehensive array of services beyond the classroom. In addition, the City will be funding recruitment and outreach to help families to access a Chicago Early Learning Program and additional, comprehensive supports.

SPECIAL EDUCATION **SERVICES**

One major consideration as Chicago moves towards expanding pre-K for four-year-olds is the continued delivery of special education services for preschool-age children with Individualized Education Plans (IEPs) across CPS and DFSS' community-based partners. Chicago will continue to provide access for both three- and four-year-olds with IEPs at Chicago Public Schools. Four-year-old children with IEPs enrolled in CPS will have access to a full-day program, while three-year-olds with IEPs will have access to half-day programming. Children enrolled in a DFSS-funded community-based providers for full-day preschool will have access to a half-day program at CPS, while spending the rest of the day at the community early learning site.



YEAR ONE HIGHLIGHTS

Below are highlights of the progress made in Year One of UPK.

	DFSS	CPS
OPERATIONS	<ul style="list-style-type: none"> • Focused on “right-sizing” to account for the anticipated shift of community providers serving increasing numbers of birth-through-three-year-olds. • Released a Request for Proposals in the spring of 2019 to recompile and realign funding for community-based providers. • Began working with the US Department of Health and Human Services to reconfigure Chicago’s Head Start grant to increase funding to community-based providers. 	<ul style="list-style-type: none"> • Focused on shifting to serving primarily four-year-olds in pre-kindergarten. • Converted approximately 180 half-day classrooms to serve an additional 3,700 at-risk four-year-olds in full-day programming. • Adjusted the program structure to build in lunch and planning time for CPS teachers. • Began down-sizing three-year-old operations to serve significantly fewer three-year-olds in primarily half-day classrooms. • Began planning to streamline preschool enrollment process to mirror kindergarten’s on-site enrollment.
CHICAGO EARLY LEARNING STANDARDS (CELS)	<ul style="list-style-type: none"> • Engaged subject matter expert staff and community providers to review and update the CELS manual. The updated manual will provide guidance to organizations as they plan to shift their program models to serve an increasing number of children under the age of four. • Built out technical assistance support to ensure agencies can respond to a changing market and landscape while focused on meeting quality standards. 	<ul style="list-style-type: none"> • Expanded implementation of the CELS to the majority of schools throughout the city. • Provided professional development to principals and instructional leaders in schools that have historically not included preschool classrooms. • Laid the foundation to integrate pre-K and ExceleRate Illinois® standards in school accountability metrics.
WORKFORCE	<ul style="list-style-type: none"> • Developed an Alternative Certification Program in partnership with University of Illinois at Chicago for teachers at community-based providers. 	<ul style="list-style-type: none"> • Developed an innovative teacher residency program, a two-year hands-on training program for career changers to earn teacher certification.



DFSS

CPS

WORKFORCE (CONT.)	<ul style="list-style-type: none"> Supported a pathway to increase credential requirements for all teachers in birth-to-five-year-old classrooms in community sites, including family support staff. Incorporated recommendations of the Early Childhood Workforce Committee in the RFP, to prioritize community partners addressing compensation issues. 	<ul style="list-style-type: none"> Increased credential requirements for teacher assistants, mandating coursework in child development. Provided funds for schools implementing full-day pre-K to support contractually required lunch and preparation periods for classroom teachers.
COMPREHENSIVE SERVICES	<ul style="list-style-type: none"> Required all community partners to use an evidence-based, family engagement curriculum to support families. 	<ul style="list-style-type: none"> Implemented dedicated staffing at the network-level to support schools with family engagement and comprehensive services.



A SEQUENCED EXPANSION PLAN

UPK will be implemented on a community-by-community basis, prioritizing the most disadvantaged communities first. At full implementation, the City anticipates serving nearly 23,000 four-year-old children in full-day programming, while continuing investments to serve approximately 10,000 high-need three-year-olds primarily outside of schools. By fall of 2021, all four-year-olds in Chicago, regardless of income, will have access to free, full-day pre-kindergarten services. While this *Roadmap* provides a blueprint for the path forward, contextual factors and re-evaluation of the specific elements of the plan will need to be considered, and adjustments will need to be made based on real-time information. This *Roadmap* is meant to lay out an expansion plan based on projected demand and investments that must be rolled out in a coordinated manner.

YEAR-BY-YEAR **ROLL-OUT**

A four-year implementation allows the City to focus first on building systems and operations in preparation to scale, while designing for rapid expansion over Years 2 through 4. Through strategic roll-out, the City will first prioritize universal access in areas with more children and families living in poverty, where there are opportunities to expand. This will also allow the City to learn and iteratively improve implementation while expanding to additional communities. The following reflects the projected plan for community by community implementation. Importantly, during the roll out, community early learning sites and schools will continue prioritizing four-year-olds by need in communities that have not yet expanded to universal services.

YEAR 1 (SY 2018 – 2019): Year 1 includes a collaborative focus on CPS and DFSS to set the operational structures ready for rapid scaling over the next three years. In addition, an in-depth examination of the City's 77 community areas was conducted to project the demand for early childhood services; based upon these projections, CPS conducted facility analyses to determine where repurposing facilities are possible and where construction is required. Combined, these analyses informed decisions about the communities in which to expand in Year 2, Year 3, and Year 4.

BY THE NUMBERS

Current Four-Year-Old Enrollment	13,000
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YEAR 2 (SY 2019 – 2020): The City will implement UPK in the 28 communities listed below and prepare for expansion citywide. Year 2 UPK Communities were prioritized by community need and the viability of identifying available space for expansion. Through DFSS’s RFP process, community-based providers will have an opportunity to expand services to support additional children, particularly children younger than four, through a multi-year contract that will encourage progressive implementation over Years 2 through 4 of the *Roadmap*. See Appendix D for schools and communities operating preschool classrooms in Year 2.

BY THE NUMBERS

ADDITIONAL FOUR-YEAR-OLDS PROJECTED TO BE SERVED

2250

TOTAL FOUR-YEAR-OLDS PROJECTED TO BE SERVED

15,250

67% OF UNIVERSAL DEMAND

YEAR 2 COMMUNITIES EXPANDING TO UPK:

SOUTH SIDE CLUSTER: Auburn Gresham, Avalon Park, Burnside, Calumet Heights, Chatham, East Side, Englewood, Greater Grand Crossing, Hegewisch, Pullman, Riverdale, Roseland, South Chicago, South Deering, South Shore, Washington Heights, West Englewood, West Pullman

WEST SIDE CLUSTER: Austin, East Garfield Park, Humboldt Park, Logan Square, Lower West Side, North Lawndale, South Lawndale, West Garfield Park, West Town

NORTH SIDE COMMUNITY: Uptown



YEAR 3 (SY 2020 – 2021): The City will implement UPK in 35 additional high-need communities. These communities are prioritized for Year 3 by community need, with more extensive facilities investment required. Community-based providers will continue to expand services to support additional children, particularly children younger than four, through a multi-year contract that will encourage progressive implementation over Years 2 through 4 of the *Roadmap*.

BY THE NUMBERS

ADDITIONAL FOUR-YEAR-OLDS PROJECTED TO BE SERVED	5350
TOTAL FOUR-YEAR-OLDS PROJECTED TO BE SERVED	20,600 90% OF UNIVERSAL DEMAND

YEAR 3 COMMUNITIES EXPANDING TO UPK:

SOUTH SIDE CLUSTER: Archer Heights, Armour Square, Ashburn, Bridgeport, Brighton Park, Chicago Lawn, Clearing, Douglas, Fuller Park, Gage Park, Garfield Ridge, Grand Boulevard, Hyde Park, Kenwood, McKinley Park, New City, Oakland, Washington Park, West Elsdon, West Lawn, Woodlawn

NEW WEST SIDE: Near West Side

FAR NORTH SIDE COMMUNITY: Avondale, Belmont Cragin, Dunning, Edison Park, Forest Glen, Hermosa, Jefferson Park, Montclare, Norwood Park, O’Hare, Portage Park

NORTH SIDE CLUSTER: Edgewater, Rogers Park

YEAR 4 (SY 2021 – 2022): The City will implement UPK in the remaining 14 communities to reach full-implementation by the fall of 2021. These final communities have less need and/or have significant additional facilities investment and construction. At full implementation, the City anticipates serving nearly 23,000 four-year-olds. Community-based providers will continue to expand services to support additional children in their community, particularly children younger than four, through a multi-year contract that will encourage progressive implementation over Years 2 through 4 of the *Roadmap*.

BY THE NUMBERS

ADDITIONAL FOUR-YEAR-OLDS PROJECTED TO BE SERVED	2400
TOTAL FOUR-YEAR-OLDS PROJECTED TO BE SERVED DEMAND	23,000 100% OF UNIVERSAL

YEAR 4 COMMUNITIES EXPANDING TO UPK:

FAR SOUTHWEST SIDE CLUSTER: Beverly, Mount Greenwood, & Morgan Park

CENTRAL CLUSTER: Loop, Near North Side, Near South Side

NORTH SIDE CLUSTER: Greater Lincoln Park, Lake View, Lincoln Park

NORTHWEST SIDE: Albany Park, Irving Park, Lincoln Square, North Center, North Park, West Ridge



APPENDIX

APPENDIX A: PROJECTED DEMAND FOR UNIVERSAL PRE-KINDERGARTEN

The table below reflects the City's projected demand four-year-old services at Chicago Early Learning Programs at full implementation of UPK, based on 95% of kindergarten enrollment. Parents may choose to enroll their children in a Chicago Public School or participating community-based provider. These estimates do not reflect program availability but are projections of parent choice to guide City planning.

Chicago's 77 community areas are organized by Chicago Public Schools' Annual Regional Area (ARA) Planning Zones to align with school attendance boundaries. Communities are also organized by the school/program year that expansion to universal services will be made available. Additionally, some communities are combined to reflect neighborhood characteristics, including enrollment and attendance trends.

Cluster, ARA, Community Area	Estimated Number of 4YOs to Attend UPK (95%K)*	Percent of Projected 4YOs to be served at CPS**	Percent of Projected 4YOs to be served at Community Providers***
CITYWIDE	22822	89%	11%
Year 2 (SY 2019-2020)	9041	83%	17%
SOUTH SIDE CLUSTER	4299	85%	15%
Greater Calumet	1367	85%	15%
East Side	272	>90%	<10%
Hegewisch	85	88%	12%
Pullman	85	88%	12%
Riverdale	117	69%	31%
Roseland	376	81%	19%
South Deering	156	>90%	<10%
West Pullman	291	87%	13%
Greater Stony Island	1544	86%	14%
Avalon Park, Burnside,			
Calumet Heights	177	>90%	<10%
Chatham	231	>90%	<10%
Greater Grand Crossing	390	80%	20%



Cluster, ARA, Community Area	Estimated Number of 4YOs to Attend UPK (95%K)*	Percent of Projected 4YOs to be served at CPS**	Percent of Projected 4YOs to be served at Community Providers***
South Chicago	281	81%	19%
South Shore	465	79%	21%
South Side	1388	83%	17%
Auburn Gresham	473	84%	16%
Englewood & West Englewood	679	77%	23%
Washington Heights	236	87%	13%
WEST SIDE CLUSTER	4495	77%	23%
Greater Milwaukee Ave	914	83%	17%
Logan Square	526	89%	11%
West Town	388	76%	24%
Pilsen/Little Village	1093	65%	35%
Lower West Side	302	52%	48%
South Lawndale	791	78%	22%
West Side	2488	81%	19%
Austin	911	89%	11%
East & West Garfield Park	446	81%	19%
Humboldt Park	667	80%	20%
North Lawndale	465	74%	26%
NORTH SIDE COMMUNITY	247	88%	12%
North Lakefront	247	88%	12%
Uptown	911	88%	12%
Year 3 (SY 2020- 2021)	10017	>90%	<10%
SOUTH SIDE CLUSTER	5450	89%	11%
Bronzeville/ South Lakefront	1017	85%	15%
Douglas	173	>90%	<10%
Fuller Park	30	68%	32%
Grand Boulevard	180	86%	14%
Hyde Park	65	>90%	<10%
Kenwood & Oakland	181	62%	38%
Washington Park	150	100%	<10%
Woodlawn	239	>90%	<10%
Greater Midway	2903	>90%	<10%
Archer Heights	162	>90%	<10%



Cluster, ARA, Community Area	Estimated Number of 4YOs to Attend UPK (95%K)*	Percent of Projected 4YOs to be served at CPS**	Percent of Projected 4YOs to be served at Community Providers***
Ashburn	407	>90%	<10%
Chicago Lawn	650	88%	12%
Clearing	251	>90%	<10%
Gage Park	546	>90%	<10%
Garfield Ridge	288	>90%	<10%
West Elsdon	196	>90%	<10%
West Lawn	405	>90%	<10%
Greater Stockyards	1530	82%	18%
Armour Square & Bridgeport	393	82%	18%
Brighton Park	506	>90%	<10%
McKinley Park	135	75%	25%
New City	495	76%	24%
NEAR WEST CLUSTER	370	>90%	<10%
Near West Side	370	>90%	<10%
Near West Side	370	>90%	<10%
FAR NORTHWEST CLUSTER	3561	>90%	<10%
Far Northwest Side	3561	>90%	<10%
Belmont Cragin & Hermosa	1313	>90%	<10%
Dunning	352	>90%	<10%
Edison Park	105	>90%	<10%
Forest Glen	189	>90%	<10%
Jefferson Park	191	>90%	<10%
Montclare	111	>90%	<10%
Norwood Park	336	>90%	<10%
O'Hare	96	>90%	<10%
Portage Park	537	>90%	<10%
Avondale	332	>90%	<10%
NORTH SIDE CLUSTER	637	85%	15%
North Lakefront	637	85%	15%
Edgewater	254	>90%	<10%
Rogers Park	383	74%	26%
Year 4 (SY 2021- 2022)	3764	>90%	<10%
SOUTH SIDE CLUSTER	410	>90%	<10%



Cluster, ARA, Community Area	Estimated Number of 4YOs to Attend UPK (95%K)*	Percent of Projected 4YOs to be served at CPS**	Percent of Projected 4YOs to be served at Community Providers***
Far Southwest	410	>90%	<10%
Beverly, Mount Greenwood, & Morgan Park	410	>90%	<10%
CENTRAL CLUSTER	376	>90%	<10%
Central Area	376	>90%	<10%
Loop	51	>90%	<10%
Near North Side	216	>90%	<10%
Near South Side	109	>90%	<10%
NORTH SIDE CLUSTER	2977	>90%	<10%
Greater Lincoln Park	674	>90%	<10%
Lake View	404	>90%	<10%
Lincoln Park	270	>90%	<10%
Northwest Side	2304	>90%	<10%
Albany Park & North Park	610	>90%	<10%
Irving Park	436	>90%	<10%
Lincoln Square	263	>90%	<10%
North Center	331	>90%	<10%
West Ridge	664	>90%	<10%

TABLE NOTES

*Estimated Number of 4YOs to Attend UPK (95% K)

Description: Projected number of four-year-olds whose families choose to enroll their children in Chicago Early Learning programs for universal preschool

Data and Information Used: 95% Kindergarten enrollment (20th day) at CPS in SY 2018-19

**Percent of projected 4YOs to be served in CPS

Description: Projected estimate of the number of four-year-olds whose families that choose to enroll in CPS under universal preschool in a system that prioritizes parent choice

Data and Information Used: October 2018 enrollment of four-year-olds at DFSS-funded community providers, community characteristics, and enrollment trends and wait lists of four-year-olds at Chicago Public Schools

***Percent of projected 4YOs to be served in community providers

Description: Projected estimate of the number of four-year-olds whose families that choose to enroll in community providers under universal preschool in a system that prioritizes parent choice

Data and Information Used: October 2018 enrollment of four-year-olds at DFSS-funded community providers, community characteristics, and enrollment trends and wait lists of four-year-olds at Chicago Public Schools



APPENDIX B: UPK CLASSROOMS NEEDED TO SERVE PROJECTED DEMAND AT FULL IMPLEMENTATION

The table below reflects the City's estimated number of total and additional classrooms needed at Chicago Public Schools in each of Chicago's 77 community areas to accommodate the projected increased demand for UPK, based upon an attendance rate of 95% of kindergarten enrollment rates. Based upon these analyses, the district would need to open an additional 492 full-day classrooms at full implementation to meet projected demand. Additionally, analyses demonstrate that some community areas are over-saturated with preschool classrooms, indicated by a negative number of classrooms.

Chicago's 77 community areas are organized below by Chicago Public Schools' Annual Regional Area Planning Zones to align with school attendance boundaries. Communities are also organized by the school/program year that expansion to universal services is made available. Additionally, some communities are combined to reflect neighborhood characteristics, including enrollment and attendance trends.

Cluster, ARA, Community Area	Projected Total Classrooms Needed at CPS for UPK1'	Projected NEW Classrooms Needed at CPS for Universal Pre-kindergarten''
CITYWIDE	1133	492
Year 2 (SY 2019- 2020)	411	98
SOUTH SIDE CLUSTER	200	61
Greater Calumet	65	18
East Side	14	4
Hegewisch	4	2
Pullman	3	0
Riverdale	4	-2
Roseland	17	5
South Deering	8	5
West Pullman	14	3
Greater Stony Island	72	35
Avalon Park, Burnside,		
Calumet Heights	9	3
Chatham	12	5
Greater Grand Crossing	17	8
South Chicago	13	7
South Shore	20	11
South Side	63	8
Auburn Gresham	22	8
Englewood & West Englewood	29	-1



Cluster, ARA, Community Area	Projected Total Classrooms Needed at CPS for UPK1*	Projected NEW Classrooms Needed at CPS for Universal Pre-kindergarten**
Washington Heights	11	0
WEST SIDE CLUSTER	199	35
Greater Milwaukee Ave	42	6
Logan Square	26	7
West Town	16	-1
Pilsen/Little Village	43	1
Lower West Side	9	-7
South Lawndale	34	8
West Side	114	28
Austin	45	20
East & West Garfield Park	20	-16
Humboldt Park	30	11
North Lawndale	19	-7
NORTH SIDE COMMUNITY	12	2
North Lakefront	12	2
Uptown	12	2
Year 3 (SY 2020- 2021)	516	287
SOUTH SIDE CLUSTER	273	138
Bronzeville/ South Lakefront	50	8
Douglas	9	1
Fuller Park	1	0
Grand Boulevard	9	3
Hyde Park	3	-2
Kenwood & Oakland	6	6
Washington Park	8	-3
Woodlawn	13	2
Greater Midway	152	101
Archer Heights	9	4
Ashburn	22	16
Chicago Lawn	32	21
Clearing	14	12
Gage Park	29	13
West Elsdon	11	4
West Lawn	22	21
Greater Stockyards	71	29
Armour Square & Bridgeport	18	12



Cluster, ARA, Community Area	Projected Total Classrooms Needed at CPS for UPK1*	Projected NEW Classrooms Needed at CPS for Universal Pre-kindergarten**
Brighton Park	27	13
McKinley Park	6	1
New City	21	4
NEAR WEST CLUSTER	19	7
Near West Side	19	7
Near West Side	19	7
FAR NORTHWEST CLUSTER	194	127
Far Northwest Side	194	127
Belmont Cragin & Hermosa	72	39
Dunning	19	14
Edison Park	6	6
Forest Glen	11	11
Jefferson Park	11	10
Montclare	6	4
Norwood Park	19	10
O'Hare	5	2
Portage Park	29	25
Avondale	17	7
NORTH SIDE CLUSTER	29	14
North Lakefront	29	14
Edgewater	14	8
Rogers Park	16	7
Year 4 (SY 2021- 2022)	206	127
SOUTH SIDE CLUSTER	23	19
Far Southwest	23	19
Beverly, Mount Greenwood, & Morgan Park	23	19
CENTRAL CLUSTER	21	14
Central Area	21	14
Loop	3	3
Near North Side	12	6
Near South Side	6	5
NORTH SIDE CLUSTER	163	95
Greater Lincoln Park	37	17
Lake View	22	11
Lincoln Park	14	5



Cluster, ARA, Community Area	Projected Total Classrooms Needed at CPS for UPK1*	Projected NEW Classrooms Needed at CPS for Universal Pre-kindergarten**
Northwest Side	126	78
Albany Park & North Park	33	19
Irving Park	24	10
Lincoln Square	15	6
North Center	18	15
West Ridge	37	29

TABLE NOTES

***Projected Total Classrooms Needed at CPS for UPK.** For these calculations, we estimated projected demand at 95% of kindergarten enrollment rates across community areas. We used community demographic characteristics and enrollment trends to estimate the percent of students whose families would choose to enroll them in Chicago Public Schools. To determine numbers of classrooms needed, we assumed a classroom size of 18.

****Projected Number of New Classrooms Needed at CPS for UPK.** To calculate “new” classrooms, we also assumed that CPS would convert most current half-day to full-day classrooms, except for those reserved for blended classrooms for three-year-olds with Individual Education Plans. The 492 classrooms are in addition to converted classrooms.



APPENDIX C: CURRENT CAPACITY TO SERVE CHILDREN IN DFSS-FUNDED CLASSROOMS

The tables below reflect Chicago's 77 community areas and their current DFSS-funded classroom capacity, by density of low-income children. Density of low-income children is defined as percent of children under the age of six in families with incomes under 185% of the Federal Poverty Level (FPL). Current classroom capacity is based on the number of currently DFSS-funded classrooms compared to the number of classrooms that would be needed to serve the targeted group of children. While specific investments in community providers will be determined through DFSS' RFP process, the data will be used to prioritize the classroom allocation and expansion for community partners to ensure access for the most vulnerable children.

Density of Capacity to Serve Targeted Three-and-Four-Year-Olds

The table below reflects the current DFSS-funded classroom capacity to serve the 1) four-year-olds projected to stay at community-based provider sites (See Appendix A) and all three-year-olds under 185% FPL. As demonstrated below, there is wide variability among communities to serve low-income children in current DFSS-funded classrooms.

CURRENT CLASSROOM CAPACITY to Serve Children Under 185% FPL	Three- to Five-Year-Olds	DENSITY OF LOW-INCOME CHILDREN		
		High Density >70% of Children Under 6 Under 185% FPL	Moderate Density 50-69% of Children Under 6 Under 185% FPL	Lower Density 0-49% of Children Under 6 Under 185% FPL
	Lower Capacity 0-33% Classroom Capacity	Community Area Austin Belmont Cragin & Hermosa Brighton Park East Side Gage Park South Deering Washington Park West Elsdon West Pullman Woodlawn	Community Area Archer Heights Avondale Chatham Douglas O'Hare West Ridge	Community Area Beverly, Mount Greenwood, & Morgan Park Dunning Edison Park Forest Glen Irving Park Jefferson Park Lake View Lincoln Square Loop Montclare Near North Side Norwood Park Portage Park
	Moderate Capacity 33-65% Classroom Capacity	Auburn Gresham East & West Garfield Park Englewood & West Englewood Humboldt Park New City North Lawndale Riverdale South Chicago South Lawndale South Shore	Albany Park & North Park Armour Square & Bridgeport Avalon Park, Burnside, Calumet Heights Chicago Lawn Grand Boulevard McKinley Park Roseland West Lawn	Clearing Garfield Ridge Hegewisch Hyde Park Logan Square North Center Near West Side Pullman



	Higher Capacity 66-100% Classroom Capacity	Greater Grand Crossing Lower West Side	Fuller Park Kenwood & Oakland	Ashburn Edgewater Lincoln Park Near South Side Rogers Park Uptown Washington Heights West Town

Density of Capacity to Serve Targeted Children Birth-To-Three

The table below reflects the current DFSS-funded classroom capacity to serve the all birth-to-three-year-olds under 185% FPL. As demonstrated below, most communities lack the capacity to serve more than a third of children with current DFSS-funded classrooms.

	Birth- to- Three- Year-Olds	DENSITY OF LOW-INCOME CHILDREN		
		High Density >70% of Children Under 6 Under 185% FPL	Moderate Density 50-69% of Children Under 6 Under 185% FPL	Lower Density 0-49% of Children Under 6 Under 185% FPL
CURRENT CLASSROOM CAPACITY to Serve Children Under 185% FPL	Lower Capacity 0-33% Classroom Capacity	Community Area Auburn Gresham Austin Belmont Cragin & Hermosa Brighton Park East & West Garfield Park East Side Englewood & West En- glewood Gage Park Greater Grand Crossing Humboldt Park Lower West Side New City North Lawndale Riverdale South Chicago South Deering South Lawndale South Shore Washington Park West Elsdon West Pullman Woodlawn	Community Area Albany Park & North Park Archer Heights Armour Square & Bridgeport Avalon Park, Burnside, Calumet Heights Avondale Chatham Chicago Lawn Douglas Fuller Park Grand Boulevard Kenwood & Oakland McKinley Park O'Hare Roseland West Lawn West Ridge	Community Area Ashburn Beverly, Mount Green- wood, & Morgan Park Dunning Edgewater Edison Park Forest Glen Garfield Ridge Hegewisch Hyde Park Irving Park Jefferson Park Lake View Lincoln Square Logan Square Loop Montclare Near North Side Near West Side Norwood Park Portage Park Pullman Rogers Park Uptown Washington Heights West Town



	Moderate Capacity 33-65% Classroom Capacity			Clearing Lincoln Park
	Higher Capacity 66-100% Classroom Capacity			North Center Near South Side



APPENDIX D: CHICAGO PUBLIC SCHOOLS' UPK IMPLEMENTATION PLAN FOR YEAR 2 (SY 2019-2020)

The table below reflects CPS' plans for preschool classrooms in Year 2 (2019 – 2020) of UPK implementation, including the location of existing and new classrooms within schools and communities. The District plans to open approximately 135 new full-day classrooms across the City, including both conversion of some remaining half-day and expansion of additional classrooms. With these additions, CPS anticipates being able to serve the expected demand in Year 2 communities and will also begin expanding across the City as part of the four-year implementation process. In a few communities, there is an over-saturation of preschool capacity. Therefore, some schools will be reducing preschool classrooms next year accordingly. The district will have approximately 148 primarily blended, half-day three-year-old classrooms to provide legally required services for children with IEP's in the least restrictive environments with their typically developing peers.

The numbers below are based on best available data at the time this report is published, and they are subject to change based upon additional planning and in response to enrollment trends across communities. Some communities are combined to reflect neighborhood characteristics, including enrollment and attendance trends.

Though the City projected demand for UPK at 95% of kindergarten enrollment when fully implemented, Chicago does not anticipate meeting that full level of demand during the first year of universal expansion in these communities. In general, CPS has targeted classroom capacity to reflect 85% of kindergarten enrollment across Annual Regional Area Planning Zones, adjusting for higher demand in some communities and lower demand in others, reflective of current enrollment levels. CPS aims to have enough capacity to be able to ensure that all four-year-olds applying to CPS pre-K will have a seat within their desired community area, not necessarily at the family's first choice school. Priority will be given to children who reside within the community area, and CPS will monitor enrollment patterns to accommodate parent choice to the degree possible.

Communities and Schools	Full-Day UPK Classrooms		Half-Day Three-Year-Old Classrooms
	Total	New	Total
Citywide	716	143	152
ALBANY PARK & NORTH PARK	16	6	5
Albany Park	0	0	0
Edison	0	0	0
Haugan	5	2	1
Hibbard	5	2	1
North River	0	0	1
Palmer	2	1	0
Peterson	0	0	1
Solomon	0	0	1
Volta	4	1	0
ARCHER HEIGHTS	4	0	2

Note: Though the City projects demand at 95% of kindergarten enrollment at full implementation, CPS does not anticipate this level of demand during the first year of universal expansion in these communities. CPS has set a goal of opening classrooms to reflect 85% of kindergarten enrollment across Annual Regional Area Planning Zones. The district is planning for higher demand in some communities and lower demand in others, reflective of current enrollment levels. CPS will open classrooms to ensure enough slots exist to serve all children within a community area, if not within their neighborhood school, and will monitor enrollment and attendance patterns to accommodate parent choice to the degree possible.



Communities and Schools	Full-Day UPK Classrooms		Half-Day Three-Year-Old Classrooms
	Total	New	Total
Edwards	4	0	2
ARMOUR SQUARE & BRIDGEPORT	7	1	0
Armour	2	0	0
Haines	1	0	0
Healy	0	0	0
Holden	2	1	0
McClellan	1	0	0
Sheridan	0	0	0
Ward	1	0	0
ASHBURN	9	3	4
Ashburn	1	0	0
Carroll	1	0	1
Dawes	2	2	2
Durkin Park	2	0	0
Hampton	0	0	0
Owen	1	1	0
Stevenson	2	0	1
AUBURN GRESHAM	16	2	2
Barton	1	0	1
Cook	2	0	0
Cuffe	2	0	0
Foster Park	1	0	1
Gresham	2	1	0
Jackson	2	0	0
Joplin	2	0	0
Oglesby	1	0	0
Ryder	3	1	0
AUSTIN	33	7	3
Brunson	2	0	1
Clark	1	0	0
DePriest	3	1	0
Ellington	3	1	1
Hay	3	0	0
Howe	2	1	0
Leland	1	0	1
Lewis	2	1	0
Lovett	3	1	0
McNair	2	0	0



Communities and Schools	Full-Day UPK Classrooms		Half-Day Three-Year-Old Classrooms
	Total	New	Total
Nash	2	0	0
Sayre	3	1	0
Spencer	3	0	0
Young	3	1	0
AVALON PARK, BURNSIDE, & CALU-MET HEIGHTS	7	1	0
Avalon Park	1	0	0
Black	0	0	0
Caldwell	2	0	0
Earhart	0	0	0
Hoyne	1	1	0
McDowell	1	0	0
Warren	1	0	0
Washington H ES	1	0	0
AVONDALE	13	6	0
Logandale	3	1	0
Lorca	3	1	0
Reilly	4	2	0
Von Linne	3	2	0
BELMONT CRAGIN & HERMOSA	34	8	9
Barry	2	0	0
Belmont-Cragin	5	0	2
Burbank	3	2	0
Camras	3	0	2
Falconer	4	1	0
Hanson Park	4	2	2
Lloyd	3	0	2
Lyon	0	0	0
McAuliffe	2	1	1
Nixon	2	1	0
Northwest	0	0	0
Prieto	1	0	0
Schubert	5	1	0
BEVERLY, MOUNT GREENWOOD, & MORGAN PARK	4	0	5
Barnard	1	0	0
Cassell	0	0	0
Clissold	1	0	0



Communities and Schools	Full-Day UPK Classrooms		Half-Day Three-Year-Old Classrooms
	Total	New	Total
Esmond	1	0	0
Keller	0	0	0
Kellogg	0	0	0
Mount Greenwood	0	0	0
Shoop	1	0	0
Sutherland	0	0	0
Vanderpoel	0	0	0
Vick	0	0	5
BRIGHTON PARK	16	3	6
Brighton Park	2	1	0
Burroughs	2	0	0
Calmecca	1	0	1
Columbia Explorers	2	0	1
Davis	4	0	1
Gunsaulus	1	0	2
Shields	4	2	1
Shields Middle	0	0	0
CHATHAM	12	5	1
Ashe	2	1	0
Burnside	2	1	0
Dixon	1	0	0
Lenart	2	1	0
McDade	0	0	0
Neil	1	0	0
Pirie	2	1	0
Westcott	2	1	1
CHICAGO LAWN	11	1	7
Claremont	1	0	0
Eberhart	0	0	0
Fairfield	1	0	0
Marquette	2	0	1
McKay	3	0	1
Morrill	3	1	0
Tarkington	1	0	0
Vick Village	0	0	5
CLEARING	5	3	3
Blair	0	0	3



Communities and Schools	Full-Day UPK Classrooms		Half-Day Three-Year-Old Classrooms
	Total	New	Total
Dore	4	3	0
Grimes	1	0	0
Hale	0	0	0
DOUGLAS	9	1	1
Doolittle	2	0	0
Drake	2	0	0
Pershing	2	1	1
Wells	3	0	0
DUNNING	5	0	2
Bridge	1	0	2
Canty	1	0	0
Chicago Academy	2	0	0
Dever	1	0	0
Thorp O	0	0	0
EAST GARFIELD PARK & WEST GARFIELD PARK	27	-9	1
Beidler	3	-1	0
Cather	1	0	1
Ericson	3	-1	0
Faraday	1	-1	0
Gregory	2	-1	0
Hefferan	3	-1	0
Jensen	2	0	0
Kellman	2	-1	0
Melody	3	-2	0
Sumner	2	0	0
Tilton	2	0	0
Webster	3	-1	0
EAST SIDE	11	3	2
Addams	2	0	1
Gallistel	3	1	0
Southeast	2	1	1
Taylor	2	0	0
Washingto	2	1	0
EDGEWATER	10	5	2
Hayt	2	0	1
Peirce	7	4	0
Swift	1	1	1



Communities and Schools	Full-Day UPK Classrooms		Half-Day Three-Year-Old Classrooms
	Total	New	Total
EDISON PARK	1	1	5
Stock	1	1	5
Eginger	0	0	0
ENGLEWOOD & WEST ENGLEWOOD	30	0	5
Bass	1	0	1
Bond	2	0	0
Davis	1	1	0
Earle	1	-1	1
Henderson	2	0	0
Holmes	2	0	0
Kershaw	2	0	0
King	2	0	0
Langford	2	0	0
Mays	2	0	0
Nicholson	2	0	0
O'Toole	2	0	0
Parker	4	-1	0
Randolph	1	0	1
Sherwood	1	0	1
Stagg	1	1	1
Wentworth	2	0	0
FOREST GLEN	0	0	0
Edgebrook	0	0	0
Sauganash	0	0	0
Wildwood	0	0	0
FULLER PARK	1	0	1
Hendricks	1	0	1
GAGE PARK	18	5	2
Carson	5	2	0
Christopher	0	0	0
Hernandez	0	0	0
Nightingale	4	1	1
Sandoval	4	1	0
Sawyer	0	0	0
Talman	2	0	0
Tonti	3	1	1
GARFIELD RIDGE	2	1	2



Communities and Schools	Full-Day UPK Classrooms		Half-Day Three-Year-Old Classrooms
	Total	New	Total
Byrne	0	0	0
Hearst	1	1	1
Kinzie	1	0	0
Twain	0	0	1
GRAND BOULEVARD	7	1	0
Beethoven	3	0	0
Bronzeville Classical	0	0	0
Fuller	2	1	0
Mollison	1	0	0
Woodson	1	0	0
GREATER GRAND CROSSING	15	7	1
Brownell	1	0	0
Deneen	3	2	0
Dulles	3	2	0
Harvard	2	1	0
Park Manor	1	0	0
Revere	1	0	0
Ruggles	3	1	0
Tanner	1	1	1
HEGEWISCH	3	1	1
Clay	2	1	1
Grissom	1	0	0
HUMBOLDT PARK	25	6	4
Cameron	3	0	0
Casals	3	1	0
Lowell	2	0	1
Morton	2	0	0
Nobel	3	1	0
Piccolo	3	2	1
Stowe	4	1	1
Ward L	2	0	1
West Park	3	1	0
HYDE PARK	6	1	1
Harte	2	0	0
Kozminski	1	0	1
Murray	0	0	0
Ray	3	1	0



Communities and Schools	Full-Day UPK Classrooms		Half-Day Three-Year-Old Classrooms
	Total	New	Total
IRVING PARK	15	7	2
Bateman	3	2	1
Belding	2	2	0
Cleveland	2	0	1
Disney II ES	1	1	0
Henry	2	0	0
Murphy	2	1	0
Scammon	3	1	0
JEFFERSON PARK	1	0	2
Beaubien	1	0	0
Farnsworth	0	0	2
KENWOOD & OAKLAND	6	1	1
Ariel	3	1	0
Reavis	1	0	1
Robinson	2	0	0
Shoemith	0	0	0
LAKE VIEW	11	1	1
Agassiz	0	0	1
Blaine	3	0	0
Burley	0	0	0
Greeley	2	0	0
Hamilton	0	0	0
Hawthorne	0	0	0
Inter-American	3	0	0
Nettelhorst	1	0	0
Ravenswood	2	1	0
LINCOLN PARK	1	0	0
Alcott ES	0	0	0
LaSalle	0	0	0
Lincoln	0	0	0
Mayer	0	0	0
Newberry	1	0	0
Prescott	0	0	0
LINCOLN SQUARE	10	4	2
Budlong	4	2	1
Chappell	2	0	0
McPherson	4	2	1



Communities and Schools	Full-Day UPK Classrooms		Half-Day Three-Year-Old Classrooms
	Total	New	Total
Waters	0	0	0
LOGAN SQUARE	20	10	7
Brentano	2	2	1
Chase	2	1	1
Darwin	3	1	1
Drummond	0	0	0
Funston	3	2	0
Goethe	0	0	3
Monroe	3	2	1
Mozart	3	1	0
Pulaski	2	0	0
Yates	2	1	0
LOWER WEST SIDE	13	-2	4
Cooper	2	-1	0
Finkl	1	-1	1
Jungman	1	0	1
Orozco	0	0	1
Perez	2	0	0
Pickard	2	0	0
Pilsen	1	0	0
Ruiz	1	0	1
Walsh	2	0	0
Whittier	1	0	0
MCKINLEY PARK	5	1	5
Everett	1	0	1
Evergreen	0	0	0
Greene	1	1	1
Thomas	3	0	3
MONTCLARE	3	2	2
Locke	3	2	2
NEAR NORTH SIDE	6	0	0
Franklin	0	0	0
Manierre	4	0	0
Ogden	1	0	0
Salazar	1	0	0
Skinner North	0	0	0
NEAR SOUTH SIDE	3	2	0



Communities and Schools	Full-Day UPK Classrooms		Half-Day Three-Year-Old Classrooms
	Total	New	Total
National Teachers	3	2	0
South Loop	0	0	0
NEAR WEST SIDE	8	0	2
Brown	1	0	0
Dett	1	0	1
Galileo	0	0	0
Irving	1	0	1
Jackson	0	0	0
Rudolph	1	0	0
Skinner	0	0	0
Smyth	4	0	0
STEM	0	0	0
Suder	0	0	0
NEW CITY	22	5	3
Chavez	2	0	0
Daley	3	2	0
Dewey	4	0	0
Fulton	1	0	1
Graham ES	2	0	0
Hamline	2	1	1
Hedges	1	0	1
Lara	2	0	0
Libby	1	1	0
Seward	2	0	0
Sherman	2	1	0
NORTH CENTER	4	1	1
Audubon	1	0	0
Bell	0	0	0
Coonley	0	0	0
Jahn	3	1	1
NORTH LAWNSDALE	21	-5	2
Chalmers	2	0	0
Crown	2	-1	0
Dvorak	3	-1	0
Frazier Prospective	0	0	0
Herzl	5	-2	0
Hughes C	1	0	1



Communities and Schools	Full-Day UPK Classrooms		Half-Day Three-Year-Old Classrooms
	Total	New	Total
Johnson	2	-1	0
Lawndale	3	0	0
Mason	1	0	1
Penn	2	0	0
Plamondon	0	0	0
NORWOOD PARK	10	2	1
Beard	5	2	1
Edison Park	0	0	0
Garvey	0	0	0
Hitch	1	0	0
Norwood Park	1	0	0
Onahan	1	0	0
Oriole Park	2	0	0
O'HARE	2	0	1
Dirksen	2	0	1
PORTAGE PARK	4	3	3
Gray	2	2	0
Portage Park	1	1	1
Prussing	0	0	0
Reinberg	0	0	2
Smyser	1	0	0
PULLMAN	4	1	1
Poe	0	0	0
Pullman	1	0	0
Schmid	1	0	1
Smith	2	1	0
RIVERDALE	5	-1	0
Aldridge	1	0	0
Carver	3	-1	0
Dubois	1	0	0
ROGERS PARK	9	1	2
Field	0	0	0
Gale	2	0	0
Jordan	2	0	1
Kilmer	1	0	1
New Field	4	1	0
ROSELAND	15	3	2



Communities and Schools	Full-Day UPK Classrooms		Half-Day Three-Year-Old Classrooms
	Total	New	Total
Bennett	2	0	0
Cullen	0	0	0
Curtis	3	1	0
Dunne	1	0	0
Gillespie	3	1	0
Haley	3	0	0
Hughes	1	0	2
Lavizzo	2	1	0
Turner-Drew	0	0	0
SOUTH CHICAGO	12	6	1
Coles	2	1	0
Mann	2	1	0
Mireles	2	1	0
New Sullivan	2	1	1
Ninos Heroes	2	1	0
Thorp	2	1	0
SOUTH DEERING	5	2	2
Bright	1	0	1
Burnham	2	1	0
Marsh	2	1	1
SOUTH LAWNDALE	35	9	5
Cardenas	5	1	0
Corkery	2	0	0
Farragut	0	-1	0
Gary	2	0	1
Hammond	1	0	1
Kanoon	2	1	0
Little Village	2	0	0
Madero	0	0	0
McCormick	3	1	1
Ortiz De Dominguez	4	2	1
Saucedo	4	2	1
Spry	3	1	0
Telpochcalli	1	0	0
Whitney	3	0	0
Zapata	3	2	0
SOUTH SHORE	16	7	0



Communities and Schools	Full-Day UPK Classrooms		Half-Day Three-Year-Old Classrooms
	Total	New	Total
Bouchet	3	1	0
Bradwell	2	1	0
Madison	1	0	0
O'Keeffe	4	2	0
Parkside	2	0	0
Powell	2	2	0
South Shore	2	1	0
UPTOWN	12	3	2
Brennemann	2	1	1
Courtenay	3	-1	0
Disney	3	1	0
Goudy	3	2	0
McCutcheon	1	0	1
WASHINGTON HEIGHTS	11	0	1
Evers	2	0	0
Fernwood	1	0	0
Fort Dearborn	1	0	1
Garvey	2	0	0
Green	1	0	0
Kipling	1	0	0
Mount Vernon	1	0	0
Wacker	2	0	0
WASHINGTON PARK	9	0	2
Beasley	4	0	2
Burke	4	0	0
Carter	1	0	0
WEST ELSDON	9	4	5
Pasteur	4	3	0
Peck	4	0	5
Sor Juana	1	1	0
WEST LAWN	1	0	3
Azuela	0	0	1
Hurley	1	0	1
Lee	0	0	1
Richardson	0	0	0
WEST PULLMAN	11	0	1
Brown	0	0	1



Communities and Schools	Full-Day UPK Classrooms		Half-Day Three-Year-Old Classrooms
	Total	New	Total
Colemon	2	0	0
Higgins	2	0	0
Metcalfe	2	0	0
Owens	2	0	0
Whistler	2	0	0
White	1	0	0
WEST RIDGE	9	3	3
Armstrong	2	2	1
Boone	3	1	0
Clinton	2	0	0
Decatur	0	0	0
Jamieson	1	0	0
Rogers	1	0	1
Stone	0	0	0
West Ridge	0	0	1
WEST TOWN	20	4	4
Burr	0	0	0
Chopin	2	0	0
Columbus	1	0	0
De Diego	5	0	0
Lasalle II	0	0	2
Lozano	2	1	1
Mitchell	1	1	0
Moos	3	1	0
Otis	1	0	1
Pritzker	1	0	0
Sabin	1	0	0
Talcott	3	1	0
WOODLAWN	11	0	2
Carnegie	1	0	0
Fiske	4	0	0
Till	2	0	1
Wadsworth	2	0	1
Woodlawn	2	0	0



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